

Penguins (Year 4)



| | Autumn | | Spring | | Summer | | |
|------------|---|---|--|---|---|---|------------|
| Our values | Finding the talent in everyone... | | | | | | |
| |  | |  | |   | | |
| Reading |   |   |   |   |   |  | Transition |
| Writing | Warning tale Journey tale | Report Discussion | Portal story Fantasy | Instructions Persuasion | Losing tale Wishing- Midas | Recount Explanation | |

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Maths

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|---|--------|----------------------|-------------------------------------|------------------------------------|---------------------|---------------|---------------------|---|----------------------|------------------------------------|---------------|
| Autumn | Number Place value | | | | Number Addition and subtraction | | | Measurement Area | Number Multiplication and division A | | | Consolidation |
| Spring | Number Multiplication and division B | | | Measurement Length and perimeter | | Number Fractions | | | | Number Decimals A | | |
| Summer | Number Decimals B | | Measurement Money | | Measurement Time | | Consolidation | Geometry Shape | | Statistics | Geometry Position and direction | |

PHSE

Physical health and wellbeing:
What helps me choose?

Pupils learn:

- about making healthy choices

Identity, society and equality:
Democracy

Pupils learn:

Drug, alcohol and tobacco education

Making choices

Pupils learn:

- that there are drugs (other

Sex and relationship education:
Growing up and changing

Pupils learn:

- about the way we grow and change throughout the human lifecycle

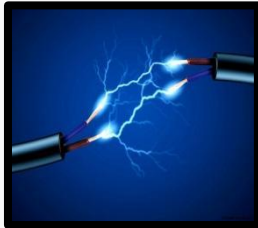




Keeping safe and managing risk:

Playing safe

Pupils learn:

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| <div><div>We have divided PSHE into 7 different strands:</div><div><div>Sex and relationship education (SRE)</div><div>Drug, alcohol and tobacco education (DATE)</div><div>Keeping safe and managing risk</div><div>Mental health and emotional wellbeing</div><div>Physical health and wellbeing</div><div>Careers, financial capability & economic wellbeing</div><div>Identity, society and equality</div></div></div> | <p>about food and drinks</p> <ul style="list-style-type: none">• about how branding can affect what foods people choose to buy• about keeping active and some of the challenges of this | <ul style="list-style-type: none">• about Britain as a democratic society• about how laws are made• learn about the local council | <p>than medicines) that are common in everyday life, and why people choose to use them</p> <ul style="list-style-type: none">• about the effects and risks of drinking alcohol• about different patterns of behaviour that are related to drug use. | <ul style="list-style-type: none">• about the physical changes associated with puberty• about menstruation and wet dreams• about the impact of puberty in physical hygiene and strategies for managing this• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty• strategies to deal with feelings in the context of relationships• to answer each other's questions about puberty with confidence, to seek support and advice when they need it | <ul style="list-style-type: none">• how to be safe in their computer gaming habits• about keeping safe near roads, rail, water, building sites and around fireworks• about what to do in an emergency and basic emergency first aid procedure | |
| Science | <p><u>Electricity</u></p>  | <p><u>Sound</u></p>  | <p><u>States of matter</u></p>  <p>Pupils should</p> | <p><u>Living things & their habitats</u></p>  | <p><u>Animals including humans</u></p>  <p>Pupils should</p> | <p><u>Recap & consolidation</u></p> |




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| | <p>Pupils should be taught to:</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this</p> | <p>Pupils should be taught to:</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance</p> | <p>be taught to:</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p>Pupils should be taught to:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> | <p>be taught to:</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> | |
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| | <p>with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p> | <p>from the sound source increases</p> | | | | |
| History | <p>Roman empire</p>  | <p>World War I</p>  | <p>The Story of Swillington</p> <p>Local History Study</p> <p>St Aidan's</p>  | | | |
| Geography | <p>Jet settlers</p> <p>Locate world's countries - focus in on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> | <p>Our Earth, our home</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p> | <p>Extreme Earth</p> <p>Describe and understand key aspects of volcanoes and earthquakes</p> <p>Identify the world's volcanoes and earthquakes on a map</p> | | | |




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| | <p>Study the human and physical similarities and differences between a region of the UK and a region of a European country</p> | <p>Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> | <p>Use eight points on a compass to describe the location of the world's volcanoes and earthquakes</p> <p>Use six figure grid references to locate volcanoes and earthquakes</p> |
| Art and Design |  <p>Skill: Pop Art</p> <p>Artist: Andy Warhol</p> <p>Using different mediums to change the colour palette in the style of Andy Warhol.</p> <p>NC: about great artists, architects and designers in history.</p> |  <p>Focus: Indian Art</p> <p>Create and decorate a cotton elephant using the style and patterns of Indian Art.</p> <p>Using felt and cotton wool for the elephant and paint for the design.</p> <p>Plan before and then create.</p> <p>NC: to improve their mastery of art and design techniques, including drawing, painting and</p> |  <p>Animal mask</p> <p>Skill: tissue paper and glue</p> <p>Looking at a range of colour and materials to create an animal mask.</p> <p>Using card or paper plate as the background and then different coloured tissue paper to create the animal features.</p> <p>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture</p> |

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| | | <i>sculpture.</i> | <i>with a range of materials.</i> |
| Design and Technology |  <p>Focus: <i>cooking and nutrition</i></p> <p><i>Create a biscuit that fits a design brief</i></p> <p><i>Pupils will be able to:</i></p> <p><i>Follow a recipe, with some support.</i> <i>Describe some of the features of a biscuit based on taste, smell, texture and appearance.</i> <i>Adapt a recipe by adding extra ingredients to it.</i> <i>Plan a biscuit recipe within a budget.</i></p> |  <p>Focus: <i>Textiles</i></p> <p><i>Create and design a book sleeve</i></p> <p><i>Pupils will be able to:</i></p> <p><i>Identify the features, benefits and disadvantages of a range of fastening types.</i> <i>Write design criteria and design a sleeve that satisfies the criteria.</i> <i>Make a template for their book sleeve.</i> <i>Assemble their case using any stitch they are comfortable with.</i></p> |  <p>Focus: <i>Mechanisms</i></p> <p><i>Making a slingshot car</i></p> <p><i>Pupils will be able to:</i></p> <p><i>Work independently to produce an accurate, functioning car chassis.</i> <i>Design a shape that is suitable for the project.</i> <i>Attempt to reduce air resistance through the design of the shape.</i> <i>Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.</i> <i>Construct car bodies effectively.</i></p> |

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| | | | | | Conduct a trial accurately and draw conclusions and improvements from the results. | |
| PE | Dance | Gymnastics | Athletics | Skipping | Skipping | Tennis |
| RE | Time allocated for recapping of learning/start the new year | How are important events remembered? | What faiths are shared in our country? | How do the Five Pillars guide Muslims? | Why are Gurus at the heart of Sikh belief and practice? | |
| Computing | Coding | Online safety | Spreadsheets | Logo | Animation | Effective searching |
| Spanish | Counting and using numbers, talking about the weather, Describing some simple objects, Describing people Expressing likes/dislikes, Expressing opinions, Animals, Clothes, Colours, Common adjectives, Family, Leisure and holidays, Numbers, Parts of the body, Ways of travelling, Weather. | | | | | |